

Special Populations

Lesson Plan

Alzheimer's Training for First Responders

and

Search Management for Missing Memory-Impaired Individuals

Presented by:

The Department of Criminal Justice Services
and

The Virginia Chapters of the Alzheimer's
Association

Table of Contents:

Section I: Performance Outcomes and Objectives.....	1
Section II: Training Outline and Lesson Plan.....	13
Alzheimer's Training Outline.....	16
Understanding Alzheimer's Disease Lesson Plan.....	19
• Module 1 – Introduction and Definition of Alzheimer's Disease and Dementia.....	21
• Module 2 - Understanding Difficult Behaviors.....	33
• Module 3 - Major Resources.....	41
• Module 4 – Searching for the Missing Alzheimer's Person (Safe Return and Project Lifesaver).....	45
• Module 5 – Safe Return PowerPoint Presentation.....	51
• Module 6 – Lesson Plan - Example of 3 – 4 Hour Block of Training.....	57
• Module 7 – First Response Training Scenarios.....	63
• Module 8 – Dealing with Alzheimer's Inside the Jail Environment.....	73
Test Questions and Answer Key for Modules 1 – 4.....	83
• Module 9 - Search Management and Case Studies.....	99
Section III: Handouts and Resources	
Section IV: Note Taking Guide with Slides	

Section I

Performance Outcomes and Objectives

Performance Outcome 3.10.

Verbally communicate with people with awareness of different levels of understanding.

Training Objectives Relating to 3.10.

- A. Given a practical exercise, verbally communicate with people with awareness of different levels of understanding

Criteria: The trainee shall be tested on the following:

- 3.10.1. Identify audiences that may need the officer to adjust manner of communication
- 3.10.2. Identify adjustments that may be needed when communicating with various audiences.
 - 3.10.2.1. Culturally diverse people
 - 3.10.2.2. Person's suffering from dementia including Alzheimer's Disease

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify reasons to consistently use professional language
2. Identify audiences that may need the officer to adjust manner of communication
 - a. Juveniles of various ages
 - (1). Reasons that law enforcement officers are role models
 - (2). Ways to make children feel important
 - (a). Pay attention when they speak
 - (b). Physically move down to eye contact with juvenile if possible
 - (c). Give praise for asking questions
 - (d). Compliment the good things you know about the children
 - (e). Treat older juveniles in a more adult manner
 - (3). Ways to respond to questions with age appropriate answers
 - (a). Be honest but use language the juvenile is most likely to comprehend
 - (b). Emphasize the positive in whatever the juvenile is discussing, if possible
 - b. Older people
 - c. Culturally diverse people
 - (1). Determine language person speaks, if not English (if possible)
 - (2). Choose a quiet environment or setting to speak, if possible
 - (3). Use a variety of terms to determine what the recipient may understand, then choose the terms most easily understood
 - (4). Choose a rate of speech helpful to the recipient
 - (5). Use body language or gestures that enhance verbal communication
 - (6). Pronounce words clearly and accurately
 - (7). Encourage recipient to ask questions for clarification
 - (8). For less serious offenses, utilize appropriate gestures and tools (cuffs, etc.)
 - (9). For serious offenses, obtain services of an interpreter after taking control of suspect
 - d. Educated people
 - e. Uneducated people
 - f. Mentally disabled people
 - g. Emotionally upset people
 - h. Physically disabled or elderly person with mobility problem
 - (1). Ask if you may be of assistance
 - (2). Ask the person the best way to assist them (if appropriate)
 - (3). Be aware of hearing impairments
 - i. Homeless people
3. Identify adjustments that may be needed when communicating with various audiences.
 - a. voice tone
 - b. language use/simplification
 - c. body stances/gestures

- d. cultural awareness
 - e. facial expressions
 - f. eye contact
 - g. local customs
4. Identify conversation that helps to promote the positive services of law enforcement.
 5. Specific audiences that may require an officer to adjust manner of communication.
 - (1). Persons with mental retardation
 - (2). Persons with mental illness
 - (3). Persons suffering from dementia including Alzheimer's Disease (AD).
 - (a). Identify physical, mental, behavioral symptoms and consequences of AD
 - (b). Identify situations where a person with AD may be encountered.
 - (c). Identify specific intervention techniques for managing the person with AD.
 - (d). Identify potential resources that assist in responding to persons with AD or dementia: Alzheimer's Association, Safe Return Program, Project Lifesaver.
 6. Cultural awareness knowledge that may assist in adjusting communication with audiences.
 - (1). Define culture and cultural groupings.
 - (2). Define ethnicity and ethnic groups.
 - (3). Identify the variety of cultures living in jurisdiction.
 - (4). Identify the variety of cultures whose members may visit or travel through the jurisdiction.
 - (5). Define ethnocentrism.
 - (6). Define stereotype.
 - (7). Identify the particular considerations of the cultures with which it will help a law enforcement officer to be familiar in order to conduct an interview of a victim or suspect.
 - (8). Identify resources to assist with language translation for the variety of cultures in the jurisdiction.

Performance Outcome 4.12.

Observe individual to recognize signs of abnormal behavior. Assess need for mental or medical evaluation, or help and resources from another source. Take into involuntary custody a person displaying behavior that gives the officer probable cause to believe that mental illness exists using the appropriate Code of Virginia requirements.

Training Objective Related to 4. 12.

Given a written and practical exercise:

- A. Identify behaviors that may indicate possible mental illness or other maladaptive and/or dangerous speech or actions that require law enforcement intervention.
- B. Identify behaviors that may indicate possible dementia or Alzheimer's Disease that may require law enforcement intervention.
- C. Take into involuntary custody a person displaying behavior that gives the officer probable cause to believe that mental illness exists using the appropriate Code of Virginia requirements.

Criteria: The trainee shall be tested on the following:

- 4.12.1. Signs of abnormal behavior or dementia/Alzheimer's Disease of a person or arrestee
 - 4.12.1.1. Abnormal behaviors and physical signs that may be observed by officers
 - 4.12.1.2. Possible danger to officer from person or arrestee behaving abnormally
 - 4.12.1.3. Appropriate action to be taken related to abnormal behavior observed
 - 4.12.1.4. Communication to the booking officer and/or jailor of any statements or behavioral observations that indicate danger to the arrestee or others
- 4.12.2. Take into involuntary custody a person displaying behavior that gives the officer probable cause to believe that mental illness exists using the appropriate Code of Virginia requirements.
 - 4.12.2.1. Identify and be able to articulate conditions for an emergency custody order
 - 4.12.2.2. Identify and be able to articulate conditions for a temporary detention order
 - 4.12.2.3. Identify procedures for obtaining an emergency custody order or temporary detention order
 - 4.12.2.4. Identify procedure for securing, searching, and transporting a person who meets the criteria of an emergency custody order or temporary detention order

Lesson Plan Guide: The lesson plan shall include the following:

1. Examples of abnormal behaviors or dementia/Alzheimer's Disease of a person or arrestee
 - a. Disorders commonly responsible for abnormal behavior
 - b. Abnormal behaviors and physical signs that may be observed by officers
 - c. Possible danger to officer from person or arrestee behaving abnormally
 - d. Appropriate sources and types of information useful in assessing a person's behavior
 - e. Importance of seeking help for persons suffering from an emotional crisis
 - f. Appropriate action to be taken related to abnormal behavior observed
 - g. Communication to the booking officer and/or jailor of any statements or behavioral observations that indicate danger to the arrestee or others
 - h. Monitor those in your custody who exhibit abnormal behavior to ensure their safety and the safety of others
2. Take into involuntary custody a person displaying behavior that gives the officer probable cause to believe that mental illness exists using the appropriate Code of Virginia requirements.
 - a. Identify and be able to articulate conditions for an emergency custody order
 - b. Identify and be able to articulate conditions for a temporary detention order
 - c. Identify procedures for obtaining an emergency custody order or temporary detention order
 - d. Identify procedure for securing, searching, and transporting a person who meets the criteria of an emergency custody order or temporary detention order

Instructor Note: Advise trainees that they will need to identify department policy related to taking into involuntary custody a person who displays abnormal behavior and to identify locations to deliver this person as part of department training.

Performance Outcome 4. 17.

Respond to and conduct preliminary investigation of events related to lost/missing/abducted person.

Training Objective Related to 4. 17.

- A. Given a written or practical exercise, identify the duties of the first officer to conduct a preliminary investigation of events related to lost, missing or abducted person.

Criteria: The trainee shall be tested on the following:

- 4.17.1. Complete identification of a person
 - a. Name
 - b. Age/Date of Birth
 - c. Date, time last seen
 - d. Description/photo
 - e. Others with him/her, if any
 - f. First time or repeat
 - g. Known frequented locations
 - i. Special or secret hide-a-way (even old ones)
 - j. Conversations about leaving residence
- 4.17.2. Special or suspicious circumstances under which to notify a supervisor immediately for determination of getting additional resources
 - a. missing children or endangered persons
 - b. elderly/persons with dementia specific illnesses or Alzheimer's Disease
 - c. missing adult with mental or physical disabilities or needing medication
 - d. danger due to weather
 - e. possibility of abduction
- 4.17.3. Search last known location first, surrounding area, nearby hazards, and vehicles
- 4.17.4. Crime scene protection, if needed
- 4.17.5. Collect, preserve, and maintain evidence
- 4.17.6. Use a Missing Children Information Clearinghouse Form (State Police Form 183) to report a juvenile missing person. Use an affidavit for missing person age 18 or over (State Police Form 67) to report a missing adult.

Lesson Plan Guide: The lesson plan shall include the following:

1. Statutory requirements for searching for missing persons
2. Complete the identification of the person
 - a. name
 - b. age/date of birth
 - c. date, time last seen
 - d. description/photo
 - e. others with him/her, if any
 - f. first time or repeat
 - g. known frequented locations
 - i. special or secret hide-a-way (even old ones)
 - j. conversations about leaving residence
3. Special or suspicious circumstances under which to notify a supervisor immediately
 - a. missing children or endangered persons
 - b. elderly/persons with dementia specific illnesses or Alzheimer's Disease
 - c. missing adult with mental or physical disabilities or needing medication
 - d. danger due to weather
 - e. possibility of abduction
 - f. search/canine teams possibly useful
4. Search last known location first, surrounding area, nearby hazards, and vehicles
5. Search homes of relatives and friends
6. Search frequented locations
7. Conduct neighborhood canvas
8. Involvement of Department of Emergency Services
9. Crime scene protection, if needed
10. Collect, preserve, and maintain evidence
11. Use a Missing Children Information Clearinghouse Form (State Police Form 183) to report a juvenile missing person. Use an affidavit for missing person age 18 or over (State Police Form 67) to report a missing adult.
12. Search protocol for person's suffering from Alzheimer's Disease or dementia
 - (1). Identify reasons that cause AD subjects to become lost easily.
 - (2). Identify reasons that initiating a search effort is urgent.
 - (3). Identify search crucials
 - (a). treat the point last seen as a crime scene and keep people out
 - (b). check house and immediate grounds even if done already
 - (c). notify media and ask for public assistance
 - (d). notify post office and ask letter carriers to be on alert
 - (e). alert local government people who are outside when working
 - (f). search at night

- (g). point last seen provides the best clues for searchers and dogs;
- (h). others as may be noted by the instructor
- (4). Identify characteristics of the lost/wanderer
- (5). Identify critical initial actions including collection of search data
- (6). Identify possible resources to aid in conducting a search
 - (a). Safe Return
 - (b). Search and Rescue
 - (c). Project Lifesaver
 - (d). Tracking dogs
 - (e). Others as may be identified by instructor

Instructor Note: Advise trainees that they will need to identify and follow department procedures to enter information into NCIC and VCIN as well as identify department policy and procedures on searches and will learn these as part of their department training.

1. Complete all documentation related to a lost person for entry into NCIC and VCIN
2. Complete all documentation related to a missing person for entry into NCIC and VCIN
3. Complete all documentation related to a kidnapped person for entry into NCIC and VCIN

Section II

Alzheimer's Training

Outline Guide

and

Lesson Plan

Alzheimer's Training for First Responders

Training Goal

It is the goal of this Train-the-Trainer Program to provide accurate, current, and practical information concerning Alzheimer's disease to emergency responders. This training will include various resources related to Alzheimer's disease including the Safe Return Program and Project Lifesaver. This program will provide the trainer with reliable resources and information that will enable him/her to continue to train colleagues and incumbent staff.

Course Objectives

Upon completion of this program, participants will be able to:

- Define dementia/Alzheimer's disease and the behavioral changes symptomatic of dementing illnesses;
- Discuss behavioral interventions for managing persons with dementia/Alzheimer's disease;
- Understand the behaviors associated with wandering and becoming lost;
- Be knowledgeable of various resources for missing/lost persons; and
- Refer members of the community to appropriate resources in the community.

Course Presentation Outline

Module 1: Understanding Dementia and Alzheimer's Disease

I. Introduction to Alzheimer's Disease

- a. Why Provide Training to Emergency Responders
- b. Purpose of Training
- c. What do people Already Know about Alzheimer's Disease
- d. What is Happening to Our Population
 - i. Average Life Expectancy
 - ii. Statistics
- e. What Does Alzheimer's do to a Person?
- f. Alzheimer's Causes Dementia. What is Dementia?

II. Understanding Dementia

- a. Dementia/Senility – What is the Difference?
- b. Definition of Dementia – What is it?
- c. Causes of Dementia
 - i. Irreversible
 - ii. Reversible

III. Alzheimer's Disease

- a. What is it?
- b. Facts about Alzheimer's Disease
- c. Ten Warning Signs of Alzheimer's Disease
- d. Stages of Alzheimer's Disease

IV. Recognizing a Person Who May Have Alzheimer's Disease

- a. Identification Clues
- b. Physical Clues
- c. Psychological Clues

V. Commonly Prescribed Treatments

Module 2: Understanding Difficult Behaviors

I. Examples of Common Problem Behaviors

- a. Repetition
- b. Loss of Inhibition (Social Norms)
- c. Rummaging, Hiding and Hoarding
- d. Pacing/Fidgeting
- e. Sundowning
- f. Wandering

II. Calls for Emergency Services

- a. Driving
- b. False reports
- c. Domestic Violence
- d. Homicide/Suicide
- e. Indecent Exposure
- f. Shoplifting
- g. Abuse and Neglect
- h. Poisoning/Choking
- i. Falls and tripping
- j. Burns/Fire
- k. Trespassing

III. Assessing the Individual

IV. Communicating with a Person with Alzheimer's Disease

- a. Approach from the Front and Introduce Yourself
- b. Identify Yourself and Say that you are There to Help
- c. Speak Slowly and Calmly
- d. Ask Only One Question at a Time
- e. Avoid Restraints if Possible
- f. Keep the Climate Calm
- g. Keep Instructions Positive
- h. Substitute Non-Verbal for Verbal Communication

Module 3: Major Resources in the Community

- I. The Alzheimer's Association
- II. The Alzheimer's Association Safe Return Program
- III. Project Lifesaver International
- IV. State Search and Rescue Resources

Module 4: Wandering and Becoming Lost

- I. Introduction to Wandering Behavior
- II. Searching for a Missing Alzheimer's Person
 - a. The Wandering Problem
 - b. Subject's Profile
 - c. Behavioral Hypothesis
 - d. Alzheimer's vs. Navigation
 - e. Search is an Emergency
 - f. Search at Night
 - g. Distance Traveled
 - h. Contact Trained SAR Resources
 - i. Planning Data
 - j. Find Environment
 - k. Resources

Module 5: The Alzheimer's Association Safe Return Program

- I. The Safe Return Program Presentation (PowerPoint)
 - a. How it Works
 - b. Registration
 - c. Discovery Incident
 - d. Missing Incident
 - e. Non-Registered Missing
 - f. Safe Return Benefits

Alzheimer's Training
for
Emergency Responders
Lesson Plan

Section III

Handouts

And

Resources

Section IV

Note Taking Guide

And

Slides